Grade 4: Module 2A: Unit 3: Lesson 12
Revising for Organization and Style: Exciting Endings

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write narrative text about real or imagined experiences or events. (W.4.3) With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5)

Supporting Learning Targets	Ongoing Assessment
• I can identify different styles of endings that authors use in narrative writing. • I can create an ending to my narrative that leaves the reader with a sense of completeness.	• List of Exciting Endings

Agenda	Teaching Notes

1. Opening
 	
  A. Engaging the Writer and Reviewing Learning Targets (5 minutes)
 	
2. Work Time
 	
  A. Criteria for an Exciting Ending (5 minutes)
 	
  B. Examining Models of Exciting Endings (15 minutes)
 	
  C. Guided Practice: Writing Different Exciting Endings (5 minutes)
 	
  D. Independent Practice (20 minutes)
 	
3. Closing and Assessment
 	
  A. Share (5 minutes)
 	
  B. Debrief: Adding to the Rubric (5 minutes)
 	
4. Homework
	• This lesson follows a similar structure to Lesson 11 (Bold Beginnings). Students will use their texts: "Making Candles, Colonial Style," "Joshua's Gold," "Bringing Home the Gold," and "Mystery of the Deep" to identify different types of endings in historical fiction narratives.
	
	• Prepare a new anchor chart: An Exciting Ending (see materials note below).
	
	• In this lesson, the class works together to improve a draft final paragraph for the wheelwright narrative. In advance, identify a student who is willing to share his/her early draft writing of this final paragraph (Lesson 4 homework).
	
	• Alternatively, write a new draft conclusion paragraph for the wheelwright narrative to use as a starting point for the modeling in this lesson.

Lesson Vocabulary	Materials
styles, endings, conclusion, completeness, reflective, evaluation	• Mentor texts from previous lessons: 　　* "Making Candles, Colonial Style" (from Lesson 1) 　　* "Joshua's Gold" (from Lesson 1) 　　* "School of Freedom" (from Lesson 9) 　　* "Bringing Home the Gold" (from Lesson 11) • Exciting Endings anchor chart (new; teacher-created; see sample in Supporting Materials) • Writing folders (containing students work from this unit) • Document camera • Draft Final Paragraph for Wheelwright narrative (either from a students' Lesson 4 homework or created by the teacher in advance) • Equity sticks • Historical Fiction Narrative rubric anchor chart (from Lesson 2)

Opening	Meeting Students' Needs
A. Engaging the Writer and Reviewing Learning Targets (5 minutes) • Ask students to form triads, making sure that at least one student in each triad did the homework reading of **"Bringing Home the Gold"** Ask students to share the elements of historical fiction that they found in their homework reading. • Ask students: "Have you ever read something and were really enjoying it until it ended in a way that left you feeling disappointed or let down?" Point out that writing really good endings is one of the hardest things a writer does. • Introduce the learning targets: "I can identify different styles of endings that authors use in narrative writing," and "I can create an ending to my narrative that leaves the reader with a sense of completeness." Ask the students if these learning targets sound familiar to them in any way. They should identify that they are really similar to the learning targets from Lesson 11, except that these are about writing endings instead of beginnings.	• Using sentence frames can help ELLs articulate their learning. Using the word "because" in the sentence frame helps all students support their thinking with evidence.

Work Time	Meeting Students' Needs
A. Criteria for an Exciting Ending (5 minutes) • Explain to students that good endings, which are also called conclusions, are just as important as good beginnings in any piece of writing. However, endings can be a bit harder to write because so many people want to rush them and write just one sentence to try to wrap everything up. • Explain that endings that are exciting and leave the reader fulfilled have certain criteria. Show the students the **Exciting Endings anchor chart** with these three points on it: 　*　Helps the writing feel "finished"–wraps up or sums up the piece so the reader feel satisfied 　*　Gives the reader something to think about–leaves the reader with something to reflect on, ponder, or linger in their minds 　*　Meets your readers' expectations–ends with language just as powerful as the rest of the piece • Emphasize that endings DO NOT end with the words "The End" unless the piece of writing is a fairy tale. • Ask the students to read these three criteria and check for understanding by having them give you a thumbs-up if they understand or a thumbs-sideways if they somewhat understand but need some clarification. Clarify as needed.	• Giving students copies of anchor charts to put in their research folders will provide personal access to important information as they work independently.

Work Time (continued)	Meeting Students' Needs

B. Examining Models of Exciting Endings (15 minutes)
• Ask students to locate **"Bringing Home the Gold"** by Carrol J. Swanson (from Lesson 11) in their **writing folders**. Read aloud the last two paragraphs as the students follow along. Begin with the sentence "John Thompson died in 1876 …"
• Ask the students to turn and talk with a partner: "Does this ending meet our criteria?"
• When they have reached a decision, ask them to each put a thumbs-up in front of their chests if they feel it does meet the criteria of a an exciting ending, a thumbs-down if it doesn't, or a thumbs-sideways if they are unsure.
• Use **equity sticks** to call two or three students to share. Students may share things such as: "It made us think about how one person can have a big impact on a lot of people. So it met the criteria for Item 2" or "We think it met the criteria for Item 1 because it made a statement about the main character and summed up why he was important."
• Identify for students that the type of ending that Carrol Swanson used in "Bringing Home the Gold" is called a *reflective evaluation* because it reflected on why the main character was so important to that time of our history and how he's being remembered. Add this to the T-chart under the left column (Type of Ending). In the right column (Example from a Text We Have Read), write an actual phrase from this exciting ending: "John Thompson died in 1876, but he has not been forgotten. …" and the title of the narrative so they'll know where it came from.
• Inform students that in their endings, it is important to answer the "So what?" for their readers: "What does this piece of writing have to do with me? Why should I care about it?"
• Tell students that just like in the last lesson, they will work in smaller groups to read the endings of one of the mentor texts they have read in previous lessons:
  * **"School of Freedom"** (Lesson 9)
  * **"Making Candles, Colonial Style"** (Lesson 1)
  * **"Joshua's Gold"** (Lesson 1)
• Groups will decide what type of ending they think the author used in the narrative. Each group will choose a spokesperson to report the group's finding to the class.
• Divide the class into three groups. Give them about 5 minutes to work.
	• Throughout this unit students read a series of mentor texts. Mentor texts are model texts, written by real authors, that students examine in order to see strong examples of writing craft. In this unit, students analyze various examples of historical fiction. For more information on the use of mentor texts, read *Study Driven: A Framework for Planning Units of Study in the Writing Workshop* by Katie Wood Ray.
	
	• Consider partnering an ELL student with a student who speaks the same L1 for discussion of complex content, or partner an ELL with a native speaker of English. ELL language acquisition can be facilitated by interacting with the content in English.

Work Time (continued)	Meeting Students' Needs

• Invite each spokesperson to share out. As each group shares their thinking, instruct the rest of the class to look at the narrative being discussed so they can follow along. On the Exciting Endings anchor chart, add each type of endings and excerpts to the class chart:
 	
  * Looking to the Future (in "School of Freedom")
 	
  * Circular (it ends in a similar way or place as it began) (in "Making Candles, Colonial Style")
 	
  * A Big Feeling (describes a feeling of pride or excitement) (in "Joshua's Gold")	

C. Guided Practice: Writing Different Exciting Endings (5 minutes) • On the **document camera**, show students a **draft final paragraph for the Wheelwright narrative** (either a student's example, from Lesson 4 homework, or an example you created in advance; see teaching note). • Brainstorm at least two different types of endings from the class anchor chart that would work with the wheelwright historical fiction narrative. Using a document camera, write them out on a different piece of paper, or write them out on chart paper for the class to see. • Inform the students that before writers settle on one ending for their piece, they often write several different ones. Caution the students that it is common for writers to rush their endings and make them too short and choppy. A quality ending is more than just one or two sentences. It is often an entire paragraph or two.	

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Work Time (continued)	Meeting Students' Needs
D. Independent Practice (20 minutes) • Tell students that, like in Lesson 11 when they worked on possible beginnings for their historical fiction narrative, they will create a few different endings. Direct students to choose at least two types of endings to write for their drafts. Remind students that they will not rewrite their entire narrative. The endings they write will be written on separate paper. • Give students 15 minutes to work independently. Circulate to listen in and support as needed. Encourage students to think about the criteria for exciting endings as they work. Remind them to think about the "So what?" as they write their endings.	

Closing and Assessment	Meeting Students' Needs
A. Sharing (5 minutes) • Ask students to gather in the same triads they met with at the end of Lesson 11 (to share their "bold beginnings"). Ask them to share their possible endings and give each other feedback about which one might be the best one to use. Ask students to circle the ending they have chosen to use.	

| **B. Debrief: Adding to the Rubric (5 minutes)**
• As a class, add the criteria for Exciting Endings to the **Historical Fiction Narrative rubric anchor chart**. | |

Homework	Meeting Students' Needs
Continue reading in your independent reading book for this unit at home.	

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Supporting Materials

(Sample for Teacher Reference; Create This on Chart Paper in Advance of the Lesson)

1. **Feels finished**—the piece has been wrapped up or summed up so the reader feels satisfied
2. **Gives the reader something to think about**—leaves the reader with something that lingers in his or her mind to reflect on or ponder
3. **Meets the reader's expectations**—it has to be just as powerful as the rest of the piece

Type of Beginning	Example from a Text We Have Read